

Enhancing the Education Aspect for Girls in Asyut Governorate

GIVING WITHOUT LIMITS ASSOCIATION (GWLA)
ASYUT GOVERNORATE



She
LEADS



Ministry of Foreign Affairs

Proposed Sample for the Awareness Campaign Plan

1	What is the problem?	Depriving girls of their right to pursue education.
2	Who suffers from this problem?	Girls at Abnoub center and Sahel Selim center in Asyut Governorate from the age of 10 to 35 years.
3	How did the problem occur?	As a result of customs and traditions that prevent girls from pursuing education, and the spread of the idea of underage marriage.
4	When did it occur? Or when is it expected to occur?	Some studies indicate that the problem of depriving girls of education is a result of the prevailing customs and traditions in society which limit women's role in society to raising children ¹ . Some research also suggests that early marriage for girls is one of the most important reasons that lead to their deprivation of education.
5	Where did this problem occur?	At Abnoub center and Sahel Salim center in Asyut Governorate
6	What is the right(s) associated with this problem?	<p>Rights lost:</p> <ol style="list-style-type: none"> 1. *The right to education*: interruption of basic and higher education. 2. *The right to work*: loss of employment and financial independence. 3. *The right to equality*: discrimination on the basis of gender. 4. *The right to health*: lack of adequate health care. 5. *The right to personal liberty*: lack of personal freedom. 6. *The right to political participation*: Weak participation in political life. 7. *The right to own property*: Weakness of rights to own property. 8. *The right to inheritance*: Lack of inheritance rights. 9. *The right to psychological support*: Lack of psychological support. 10. *The right to mental health*: increased risk of depression
7	Which article(s) of the Universal Declaration of Human Rights are relevant to this problem?	<ol style="list-style-type: none"> 1. Article 1: Equality and human dignity. 2. Article 16: Marriage with the consent of the spouses. 3. Article 25: Right to an adequate standard of living. 4. Article 26: Right to education.

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		<p>From a human rights perspective, forced or early marriage that results in girls being deprived of education is a violation of their fundamental rights enshrined in the Universal Declaration of Human Rights.</p>
8	<p>Which SDG(s) are relevant to this problem?</p>	<p>1. First Goal: Eradicating Poverty By 2030, ensuring that all men and women, especially the poor and vulnerable, enjoy the same rights to economic resources, as well as basic services.</p> <p>2. Fourth Goal: Quality Education By 2030, ensuring that all girls, boys, and adolescent boys and girls enjoy free, equitable, and quality primary and secondary education, leading to adequate and effective educational outcomes. By 2030, ensuring that all girls and boys have access to quality early childhood development and care and pre-primary education so that they are ready for primary education. By 2030, ensuring equal access for all women and men to quality and affordable vocational and higher education, including higher education.</p> <p>3. Fifth Goal: Gender Equality Elimination of all forms of discrimination against women and girls. Ensuring women's full and effective participation and equal opportunities for leadership on an equal basis with men at all levels of decision-making in political, economic, and public life, and undertaking reforms to give women equal rights to economic resources, as well as access to property and disposition of land and other property, financial services, inheritance, and natural resources, in accordance with national laws</p>
9	<p>Problem Description, 6-10 lines/paragraph or two. (Brief, direct, concise)</p>	<p>Problem description: The issue of depriving girls of pursuing their education is a prominent social problem which arises as a result of the interplay of several cultural, social, and legal factors. Among the most prominent causes of this problem are:</p> <ol style="list-style-type: none"> 1. University Laws and regulations: Some laws restrict the admission of girls to universities after a certain period of completing secondary education (one year). 2. Local customs and traditions: In many societies, customs and traditions are strict towards girls, imposing restrictions on them that prevent them from going out late or completing education after certain stages. 3. Gender discrimination: Males are given preference over females in access to education. 4. Poverty:

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		Poverty is one of the main reasons why girls do not complete their education.
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Introduction to the proposed campaign:

Background Information	
Campaign Name	Enhancing the education aspect for girls in Asyut Governorate.
Campaign Slogan	Education without restrictions... A future without limits.
Vision	A local environment aware of the importance of girls' education in Asyut Governorate.
Objectives	<ol style="list-style-type: none"> 1. Raising the awareness of 80 girls and women from Asyut Governorate at Abnoub Center, Sawalem Al-Bahriya Village, and Sahel Selim Center, within the age group of 14-35 years about the importance of returning to school

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	education, during the months of April and June of 2025.
	2. Promoting the idea of the importance of education for 50 girls from Asyut Governorate at Sahel Selim center, the village of Al-Afadra and the village of Al-Louq, within the age group of 10-20 years, during the months of April and June of 2025.

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Part of the stakeholder analysis:

Relevant Authorities		Relevant Legislation	Stakeholders	
GWLA	Asyut University	Draft law prohibiting child marriage: In 2022, Egypt's cabinet passed a draft law criminalizing child marriage under the age of 18.	Parents: being responsible for making decisions related to their daughters' education	Relatives: who may influence family decisions related to education
Asyut Governorate	National Council for Women	Egyptian Constitution 2014: Article 19: stipulates that education is the right of every citizen, and that the State is obliged to provide it free of charge at all levels. Article 80: Affirms the rights of the child, including the right to education, and prohibits any work that hinders children's education	Husbands: who may influence their wives' decisions related to education	Underage girls: Those at risk of suspension from education
Ministry of Awqaf	Ministry of social affairs	3. Child Law No. 12 of 1996, as amended by Law No. 126 of 2008: Article 54: affirms the right of the child to basic	Underage married women: who may be subjected to the pressure of some habits that lead to	Children

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		<p>education and the State is obliged to take the necessary measures to ensure this.</p> <p>Article 96: A child is considered at risk if they are deprived of basic education or subjected to violence that prevents them from pursuing it.</p>	<p>their suspension from education.</p>	
Ministry of education	Administration of Technical education and Administration of private education	<p>2. Education Law No. 139 of 1981:</p> <p>Article 15: Recognizes that basic education is compulsory and free and that the State is obliged to provide it to all children of school age.</p> <p>Article 19: Parents are prohibited from refraining from enrolling their children in compulsory education.</p>	Teachers in public and private schools	Married women who dropped out of school
Curriculum Development Authority Asyut Governorate Educational Administration	Al-Azhar Al-Sharif		Directors of Education	Education Supervisors
Teacher training authority	Asyut National University		Principals of public and private schools	society

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SWOT Analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"> • GWLA provides support to the work team. • Multidisciplinary team. • Collaboration and compatibility between team members. • Effective communication skills. • Availability of modern technology and social networking for campaign members • The team received a training course in the field of lobbying skills 	<ul style="list-style-type: none"> • Limited financial resources of the campaign team. • The presence of some customs and traditions that contradict religion. • Difficulty in reaching remote areas (a weakness and a threat at the same time). • Long distances between team members' places of residence. • Lack of societal awareness regarding the importance of educating women and girls (a weakness and a threat at the same time).
Opportunities	Threats
<ul style="list-style-type: none"> • The presence of official bodies that support school and university education, such as the Ministry of Education and the Ministry of Social Solidarity. • The international trend that supports gender equality represented by the sustainable development goals that the Egyptian state seeks to achieve. • The recently increasing interest in education among women and girls in Egypt in general, and in Asyut Governorate in particular. 	<ul style="list-style-type: none"> • The presence of some societal customs that reject the idea of educating women and girls • Lack of financial resources expected to be received by the campaign. • Many husbands who oppose the idea of their wives pursuing their education • Opposition by parents due to lack of sufficient funds to educate their children, males and females.

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<ul style="list-style-type: none">• Availability of modern technology and social networking to support the campaign	
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Plan of Activities

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Order	Required work /activity	Target group of activity	Proposed date	Duration of activity/number of repetitions	Supervisor's name	Procedures to be worked on
First objective: Raising the awareness of 80 girls and women from Asyut Governorate at Abnoub Center and Sahel Selim Center, within the age group of 14-35 years, about the importance of returning to school education, during the months of April and June of 2025.						
1	Holding a dialogue meeting, targeting women aged 15-35 years, on the importance of education in the presence of 40 women, in the village of Sawalem Al-Bahriya in Asyut Governorate, during the second week of June 2025.	Women aged 15-35 years	The second week of June 2025	One time	Asmaa Nour Esraa Basma Khadija	Booking a hall Catering Inviting attendees Selecting speakers Setting up a film screening or presentation Checking acoustics Selecting a facilitator for the session Distribution of brochures and medals
2	Holding an interactive theater show on the importance of girls' education, targeting girls from 14 to 35 years old, in the presence of 40 adolescent girls in Asyut Governorate, Sahel Selim Center, during the fourth week of April 2025.	From the age of 14 to 35 years	Fourth week of April 2025	One time	Mayar Asmaa Menna Nuha	Catering Selection and training of actors Choosing the time, morning and evening Choosing a place Preparing clothes and accessories Preparing the play script

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						<p>Cooperation and coordination with associations</p> <p>Filming the play</p> <p>Distribution of brochures and medals</p>
<p>2. Second objective: Promoting the idea of the importance of education for 50 girls from Asyut Governorate at Sahel Selim center, within the age group of 10-20 years during the months of April and June of 2025.</p>						
3	<p>Organizing an artistic workshop to promote the importance of continuing learning for girls in the presence of 30 adolescent girls within the age group of 10-20 years at Sahel Selim center in Al-Afadra village during the second week of April 2025.</p>	<p>Girls aged 10 to 20 years</p>	<p>During the second week of April 2025</p>	<p>One time</p>	<p>Khadija Amani Nuha</p>	<p>Contracting with schools at Abnoub center in the village of Swalem Bahriya and the center of Sahel Salim in the village of Al-Afadra.</p> <p>Providing catering.</p> <p>Selecting speakers.</p> <p>Providing technical materials.</p> <p>Distribution of brochures and medals.</p> <p>Inviting attendees.</p> <p>Providing transportation.</p> <p>Filming the event.</p>
4	<p>Organizing (talking circles) to promote the importance of continuing education in the presence of 20 adolescent girls within the age group of 10-20 years, at Sahel Selim Center in</p>	<p>Girls aged 10-25 years old</p>	<p>During the third week of April 2025</p>	<p>One time</p>	<p>Khadija Esraa Asmaa Amani Basma</p>	<p>Choosing a venue for the event</p> <p>Choosing some stories for the event</p> <p>Filming the event</p>

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	the village of Al-Louqa during the third week of April 2025.						Distribution of brochures and medals Providing catering Providing coloring tools for children's face-drawings
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Table showing the distribution of activities over all weeks

Year		2025											
Month		5				6				7			
Week		1	2	3	4	1	2	3	4	1	2	3	4
Order	Activity												
1	Holding a dialogue meeting, targeting women aged 15-35 years, on the importance of education in the presence of 40 women, in the village of Sawalem Al-Bahriya in Asyut Governorate, during the second week of June 2025.												
2	Holding an interactive theater show on the importance of girls' education, targeting girls from 14 to 20 years old, in the presence of 40 adolescent girls in Asyut Governorate, Sahel Selim Center, during the fourth week of April 2025.												
3	Organizing a life skills workshop and an artistic activity to enhance the importance of continuing learning for girls in the presence of 30 adolescent girls within the age group of 16-18 years old at Sahel Selim Center in Al-Afadra village during the first week of July 2025.												

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4	Organizing (talking circles) to promote the importance of continuing education in the presence of 20 adolescent girls within the age group of 10-20 years, at Sahel Selim Center in the village of Al-Louqa during the third week of April 2025.										
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Follow-up plan

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Actions to be taken to carry out the activities according to the listed work plan													
	Month	May				June				July			
	Week	1	2	3	4	1	2	3	4	1	2	3	4
	First activity	Holding a dialogue meeting, targeting women aged 15-35 years, on the importance of education in the presence of 40 women, in the village of Sawalem Al-Bahriya in Asyut Governorate, during the second week of April 2025.											
1	Defining the main objective of the meeting, as well as setting the date, duration, and timing												
2	Selecting a suitable venue and booking the hall												
3	Identifying speakers and facilitators, contacting them, and confirming their attendance												
4	Defining the target audience and reaching out to participants through NGOs, schools, social media pages, and registering names												
5	Appointing a dialogue facilitator to manage the discussion												
6	Preparing the meeting agenda and printing copies for distribution to attendees												
7	Preparing engaging questions for open												

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	discussion, to be led by the facilitator																		
8	Providing water and light refreshments for participants (hospitality as deemed appropriate)																		
9	Implementing the activity																		
10	Distributing a general evaluation questionnaire for the event																		
11	Publishing photos or a press release on social media																		
12	Preparing a brief report																		
Second activity		Holding an interactive theater show on the importance of girls' education, targeting girls from 14 to 20 years old, in the presence of 40 adolescent girls in Asyut Governorate, Sahel Salim Center, during the fourth week of April 2025.																	
1	Defining the main objectives and setting the date and duration of the event																		
2	Selecting and booking a suitable venue																		
3	Choosing the theater group for the performance																		
4	Writing the play script and rehearsing it																		
5	Preparing costumes and accessories that reflect the characters' environment																		
6	Setting up sound systems and microphones if needed																		

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4	<ul style="list-style-type: none"> • Preparing face painting supplies for children. 																	
5	<ul style="list-style-type: none"> • Providing face paints that are safe and easy to wash off. 																	
6	<ul style="list-style-type: none"> • Choosing designs that reflect the theme of education, such as books, pencils, and symbolic representations of knowledge and excellence. 																	
7	<ul style="list-style-type: none"> • Assigning a person responsible for the face painting to ensure the process is smooth and organized. 																	
8	<ul style="list-style-type: none"> • Designing and printing brochures that highlight the importance of lifelong learning, along with tips on how to overcome educational challenges. 																	
9	<ul style="list-style-type: none"> • Providing symbolic medals with motivational phrases such as “Learning without limits... a future without barriers.” 																	
10	<ul style="list-style-type: none"> • Preparing a small gift bag for each participant containing the brochure and the medal as a keepsake. 																	
11	<ul style="list-style-type: none"> • Implementing the activity. 																	

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12	<ul style="list-style-type: none"> Recording short videos of some inspiring stories (with participants' consent). 														
13	<ul style="list-style-type: none"> Taking group and individual photos with the girls holding their medals. 														
14	<ul style="list-style-type: none"> Distributing refreshments and gifts. 														
15	<ul style="list-style-type: none"> Distributing symbolic gifts to the participants, such as notebooks or pens with motivational slogans. 														
16	<ul style="list-style-type: none"> Distributing a general evaluation form to the participants. 														
17	<ul style="list-style-type: none"> Preparing a brief report. 														

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Indicators to measure the success of the activity:

First activity	Holding a dialogue meeting, targeting women aged 15-35 years, on the importance of education in the presence of 40 women, in the village of Sawalem Al-Bahriya in Asyut Governorate, during the second week of June 2025.
1	Number of people who attended this meeting.
2	Number of news stories made about this activity.
3	Number of people joining the campaign after this activity.
4	Number of new followers of the association's pages after holding this activity .
5	Number and nature of recommendations that came out of this activity.
Second activity	Holding an interactive theater show on the importance of girls' education, targeting girls from 14 to 35 years old, in the presence of 40 adolescent girls in Asyut Governorate, Sahel Selim Center, during the fourth week of April 2025.
1	Number of people who attended this meeting.
2	Number of news stories made about this activity.
3	Number of people joining the campaign after this activity.
4	Number of new followers of the association's pages after holding this activity.
5	Number and nature of recommendations that came out of this activity.
Third activity	Organizing a technical workshop to enhance the importance of continuing learning for girls in the presence of 30 adolescent girls within the age group of 10-20 years old at Sahel Selim Center in Al-Afadra village during the first week of July 2025.
1	Number of people who attended this meeting.
2	Number of news stories made about this activity.
3	Number of people joining the campaign after this activity.
4	Number of new followers of the association's pages after holding this activity
5	Number and nature of recommendations that came out of this activity.
Fourth activity	Organizing (talking circles) to promote the importance of continuing education in the presence of 20 adolescent girls within the age group of 10-20 years, at Sahel Selim Center in the village of Al-Louqa during the third week of April 2025.

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1	Number of people who attended these meetings.
2	Number of news stories made about this activity.
3	Number of people joining the campaign after this activity.
4	Number of new followers of the association's pages after holding this activity
5	Number and nature of recommendations that came out of this activity.

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Risk Analysis Matrix

Likelihood:

Certain	100%	5
Very high	80% or more	4
High	50% or more	3
Likely	Less than 50%	2
Unlikely	10% or less	1

Impact on campaign activities:

Very negative	100%	5
negative	80% or more	4
Moderate	50% or more	3
Minor	Less than 50%	2
Negligible	10% or less	1

Order	Possible risks	Likelihood	Impact	How to deal with it if it occurs
1	Limited financial resources of the campaign team.	High	50% or more	Partnerships with charities – reducing costs – seeking less costly alternatives .
2	Threats and the lack of security and safety among some people as a result of the spread of the so-called in some centers of Asyut	Likely	Less than 50%	Choosing safe areas after conducting a study and consulting with people of expertise.
3	Difficulty in collaborating between team members in the absence of a leader.	Likely	50%	Conducting periodic introductory meetings between team members

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				from once to twice a week – the leader gives group tasks that the team carries out.
4	Refusal by parents to let some girls go to university.	High	50% or more	Networking with the associations of the area to be targeted so they could give the people confidence in us - going to the areas where one of the team members is a well-known person.

Estimated budget

1.	Holding a dialogue meeting, targeting women aged 15-35 years, on the importance of education in the presence of 40 women, in the village of Sawalem Al-Bahriya in Asyut Governorate, during the second week of June 2025.					
	Item	Unit	Number	Unit Cost	Total	
1	1.1	Booking a hall.	Hall	1	500	500
	1.2	Providing catering.	Catering	40	30	1200
	1.3	Lecturer allowance. Publications + (special campaign clothes for volunteers). Tools. Documentation. Transportation allowance.	Lecturer	2	500	1000
			Publications	200	10	2000
			Tools	50	10	500
			documentation	1	800	800
	Transportation	12	150	1800		
Subtotal					7800	
2.	Holding an interactive theater show on the importance of girls' education, targeting girls from 14 to 20 years old, in the presence of 40 adolescent girls in Asyut Governorate, Sahel Selim Center, during the fourth week of April 2025.					
	Item	Unit	Number	Unit Cost	Total	
2	2.1	Booking a hall.	Hall	1	500	500
	2.2	Providing catering.	Catering	40	30	1200
	2.3	Acting group.	Actor.	4	1000	4000
	2:4	Accessories. Publications. Tools. Documentation. Transportation allowance for volunteers.	Accessories	4	100	400
			Publications	50	10	500
			Tools	20	10	200
Documentation			1	800	800	
	Transportation	12	100	1200		
Subtotal					8800	

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3	Organizing a technical workshop to enhance the importance of continuing learning for girls in the presence of 30 adolescent girls within the age group of 10-20 years old at Sahel Selim Center in Al-Afadra village during the first week of July 2025.							
Item		Unit	Number	Unit Cost	Total			
3	3.1	Lecturer allowance	Lecturer	1	500	500		
	3.2	Catering allowance. Transportation allowance for volunteers. Tools. Booking a hall. Publications. Documentation.	Catering	30	30	900		
			Transportation	12	100	1200		
			Tools	20	40	800		
			Hall	1	500	500		
			Publications	300	10	300		
			Documentation	1	600	600		
Subtotal					4800			
4	Organizing (talking circles) to promote the importance of continuing education in the presence of 20 adolescent girls within the age group of 10-20 years, at Sahel Salim Center in the village of Al-Louqa during the third week of April 2025.2025							
Item		Unit	Number	Unit Cost	Total			
4	4.1	Lecturer allowance	Lecturer	1	500	500		
	4.2	Catering allowance. Transportation allowance for volunteers. Tools. Documentation.	Catering	20	30	600		
			Transportation	12	150	1800		
			Tools	20	10	200		
			Documentation	1	500	500		
			Subtotal					3600
			Total					25000

